

Graduate Council Minutes

April 27, 2010

Present: Drs. Sustich, Holman, Owen, Miao, McDaniel, Christenberry, Amienyi, Armah, Clifft, Roe (Jones), Risch and McLean. Visiting: Drs. Chandler, Henley and Holifield

1. Music

MUS 6662 Music Education Research Project **APPROVED**

MME Program changes **APPROVED**

MM Program changes **APPROVED**

2. Nursing

SW 5113 **TABLED no signed copy, clarify course description on 15B**

3. Education

Addition of ELSE 5033 as requirement **APPROVED**

Addition of ELSE 6023 as requirement **APPROVED**

Deletion of ELSE 3643 as prerequisite **APPROVED**

Deletion of ELSE 5033 as prerequisite **APPROVED**

Deletion of ELSE 5633 as prerequisite **APPROVED**

ELSE 6853 Laboratory Experiences I 4-12 **APPROVED**

ELSE 6863 Laboratory Experiences II 4-12 **APPROVED**

ELSE 6813 changes **APPROVED**

ELSE 6823 changes **APPROVED**

Special Education bulletin changes **APPROVED**

4. Graduate School

Transfer Credit **APPROVED 7 for 4 opposed**

New/Special Course Proposal-Bulletin Change Transmittal Form

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

<p>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) MUS 6662</p>
<p>2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics). Music Education Research Project Short title: MuEd Research Project</p>
<p>3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Special Topics</p>
<p>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Standard letter</p>
<p>1. Is this course dual listed (undergraduate/graduate)? No</p>
<p>6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) No</p>
<p>7. Brief course description (40 words or less) as it should appear in the bulletin. This course is a culmination of the MME body of work for students not choosing the Thesis option. In consultation with music faculty advisors, a research topic is chosen that is meaningful to the music education profession. This capstone project should be of the highest professional quality, demonstrate breadth of competence and the growth achieved through MME degree coursework, and meet the rigorous scholarship demands of academia.</p>
<p>8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). All MME coursework and any remediation(s) must be completed with a minimum grade of "B" in all coursework and a cumulative GPA of 3.0 as well as successful completion of comprehensive exams prior to course enrollment.</p>
<p>9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.</p>
<p>10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Dr. Ed Owen, Department of Music, FA 235, eowen@astate.edu, 972-3862</p>

11. Proposed Starting Term/Year	Fall 2010
12. Is this course in support of a new program? If yes, what program?	No
13. Does this course replace a course being deleted? No	
b. If yes, what course?	
c. Has this course number been used in the past? No	
14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.	No
15. Justification should include:	
A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).	Students need to demonstrate the skills acquired throughout the degree program. This final course allows them to combine their “new” expertise gained through all the degree coursework in a meaningful way that is unique to each student’s research interests. Additionally, the student can provide evidence to faculty that they are specialized experts in one or more music education fields of inquiry.
B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.	The National Association of Schools of Music (NASM) indicate that this degree emphasize research oriented coursework applicable to teaching music. This course allows the student to demonstrate practical research and its application in the teaching setting.
C. Student population served.	Graduate Music Education Students
D. Rationale for the level of the course (lower, upper, or graduate).	This course is required of all graduate music education students who choose the Research Project option over the Thesis option. It provides flexibility for students, in consultation with faculty, to create a substantial work to benefit the music education profession. This work can provide a foundation for teaching practices within the music teaching profession and can also function as a point of departure for those continuing into doctoral studies.
16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)	A weekly outline is not applicable as each project will be unique, depending on the nature of the research.
17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)	A high level of scholarship will be demonstrated through applicable medium via research paper, project(s), or method/product development.
18. Special features (e.g. labs, exhibits, site visitations, etc.)	As needed depending on the research topic.
19. Required reading	As needed depending on the research topic.
21. What is the primary goal of this course?	The primary goals are for students to demonstrate scholarship at a high level, research an area of music education applicable to their current teaching situation or relevant to the field as a whole, and present this information to the learning community in a way that is both meaningful and applicable.
22. If this proposal is for a general education course, please check the primary goal this course addresses:	
<input type="checkbox"/> Communicating effectively	<input type="checkbox"/> Thinking Critically
<input type="checkbox"/> Using mathematics	<input type="checkbox"/> Using Technology
<input type="checkbox"/> Understanding global issues	<input type="checkbox"/> Understanding interdependence

- | | |
|---|---|
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

This research project(s) will help students demonstrate their knowledge and comprehension in the field of music education and the outward evidence(s) of this inward professional growth through this culminating work. Students will be advised on a regular basis, similar to the advisement Thesis students would expect. As a result, successful completion of the course will mean successful completion of the degree, which will acknowledge a level of expertise within the field of music education.

24.

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From 2009-2010 Graduate Bulletin, Page 151

structures, and techniques in choral music from the medieval period to the present and in opera music from the sixteenth through the twentieth centuries.

MUS 6533 Research Techniques A study of research procedures in music.

MUS 6801-3 Independent Study

Music Education

MUED 5623 Music in the Elementary School The emphasis is placed on current philosophies and practices in curriculum planning for the elementary school. Non-music majors who have had some experience with classroom music may be accepted via permission of professor.

MUED 5642 Piano Pedagogy Prerequisite: Master's level piano performance or piano performance and pedagogy major, or non-major with the completion of the Piano Proficiency exam, or with permission of instructor. Offer as needed. Emphasis on teaching piano to children from preschool through grade 12.

MUED 5651 Instrument Repair A laboratory approach to the maintenance and repair of wind instruments.

MUED 6121-2 Pedagogy and Performance The study of the literature and pedagogical techniques as related to performance. (May be repeated one time.)

MUED 6433 Advanced Conducting An advanced study of conducting techniques combined with practical score reading application. This course is for the experienced choral and/or instrumental conductor.

MUED 6613 Administration of the Music Program An advanced study in planning, organizing, teaching the total music program; elementary through collegiate level covering all areas of concern, including non-musical aspects.

MUED 6623 Music Education Seminar The history of music in the American public schools is studied as a means of tracing the development of principles and procedures generally followed in today's school music program.

Revised 9/25/2008

MUED 6632 Graduate Piano Pedagogy Prerequisite: Piano Pedagogy (MUED 4642) and Pedagogy and Performance (MUSD 6122), or by permission of instructor. Offered as needed. Emphasis on teaching Keyboard Skills classes for non-piano music majors, and teaching college non-piano music majors.

MUED 6641-6 Thesis

MUS 6662 Music Education Research Project

MUED 6801-3 Independent Study

EDMU 5573 Methods and Materials for Teaching Music A study of instrumental music programs, with in-depth study of program organization, teaching methods and marching band techniques. Includes study of a variety of beginning, intermediate and advanced method books. Focuses on ancillary concerns such as fund raising, instrument maintenance and inventory control.

EDMU 5643 Methods and Materials for Teaching Vocal Music An overview of the music curriculum K-12. Emphasis on teaching strategies incorporating cognitive, psychomotor and affective techniques appropriate to secondary school students in vocal music. Opportunities to develop behavioral objectives, demonstrations, plan rehearsals, observe public school music students, and more.

Code #

Bulletin Change Transmittal Form

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Bulletin Change
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Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. **Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number)
Dr. Ed Owen, ASU-J, College of Fine Arts, Department of Music, eowen@astate.edu, 872-3862
2. **Proposed Change**
The Department of Music Graduate Curriculum Committee proposes the changes in admission to the Master of Music Education degree as listed below.
3. **Effective Date**
Fall 2010
4. **Justification**

Justification of Change in Admission Standards

Our hope is to attract quality graduate students through providing relevant coursework within the music education profession and by setting moderate to moderately high admission standards. Admission standards to any graduate degree should speak to the qualities potential candidates need for successful degree completion. In part, the standards communicate minimum expectations and imply the academic rigor needed for study within the degree. As such, the following items have been changed to better reflect the standards expected for new MME degree students.

 - GRE scores vs. MAT scores – The GRE is the primary test used within MME and Doctoral music education programs. For those choosing to continue their education, completing this test for the MME will better prepare them.
 - GRE cutoff scores – GRE strongly advises against using a cumulative score for Verbal and Quantitative Reasoning. Thus, we identified percentile cut-off scores that were competitive for those applying for graduate work in music and education.
 - Successful teaching and/or internship – Professional teaching dispositions are key for a successful teaching career. Stipulating two years of successful teaching or the completion of an approved internship program encourages the recruitment of qualified candidates and helps maintain the integrity of the degree.
 - Letters of Recommendation – These are important documents that highlight applicants strengths that otherwise might not be apparent through GPA and GRE section scores.

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From 2009-2010 Graduate Bulletin, page 146

**PROGRAM OF STUDY FOR THE
MASTER OF MUSIC EDUCATION DEGREE
ADMISSION REQUIREMENTS**

Students seeking admission into the Master of Music Education degree program must meet the admission requirements of the Graduate School and the specific program requirements. In addition, applicants must have **completed a minimum of 18 semester hours of professional education courses including the requirements for** a valid teaching certificate based on a four-year teacher education program. Applicants who do not meet the requirements for a valid teaching certificate based on a four-year teacher education program will be required to complete the undergraduate courses **required for such a certificate- leading to licensure**. These courses may be completed concurrently with graduate work, but must be completed before the student is admitted to candidacy for the degree. Applicants must also take the ASU Department of Music entrance examinations in music education, music history, and written and aural music theory.

For unconditional admission, academic proficiency must be established through satisfaction of either of the following admission selection criteria:

- A minimum cumulative undergraduate grade point average of 3.00 (or 3.25 on the last 60 hours) and **a raw score of at least 30 on the Miller Analogies Test (MAT) or a minimum score of 790 on the combined verbal and quantitative sections of the Graduate Record Examination (GRE)- a minimum Graduate Record Examination (GRE) Verbal Reasoning section score of 500 and Quantitative Reasoning section score of 600.**
- **A minimum of two (2) years full-time school music teaching.**
- **A minimum of three (3) supportive professional letters of recommendation.**

OR

- A minimum cumulative undergraduate grade point average of 2.75 (or 3.00 on the last 60 hours) and **a raw score of at least 35 on the MAT or a minimum score of 820 on the combined verbal and quantitative sections of the GRE. a**

minimum Graduate Record Examination (GRE) Verbal Reasoning section score of 540 and Quantitative Reasoning section score of 640.

- **A minimum of two (2) years full-time school music teaching.**
- **A minimum of three (3) supportive professional letters of recommendation.**

For conditional admission, academic proficiency must be established through satisfaction **of either** of the following admission **selection** criteria:

~~The total undergraduate GPA is 2.50 AND when the undergraduate GPA is multiplied by 10 and then multiplied by the MAT score the total is at least 600. The total undergraduate GPA is 2.50 AND when the undergraduate GPA is multiplied by the GRE score the total is at least 1850.~~

- **The total undergraduate GPA is 2.50 (or 2.75 on the last 60 hours) and a minimum Graduate Record Examination (GRE) Verbal Reasoning section score of 440 and Quantitative Reasoning section score of 540.**
- **Successful completion of student internship in music or approved equivalent.**
- **A minimum of three (3) supportive professional letters of recommendation.**

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<p>1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Dr. Ed Owen, ASU-J, College of Fine Arts, Department of Music, eowen@astate.edu, 872-3862</p>
<p>2. Proposed Change The Department of Music Graduate Curriculum Committee proposes the changes in admissions to and course work for the Master of Music degree as listed below.</p>
<p>3. Effective Date Fall 2010</p>
<p>4. Justification</p> <p>Admission requirements are being changed to reflect current Music Department policy. The changes to the curriculum are due to the Music Graduate Curriculum Committee's recommendation that all graduate students be required to take MUS 6212, Introduction to Research, Writing, and Bibliography in Music AND MUS 6222, Teaching and Learning Music. As a result, all Master of Music degree candidates will now be required to take two (2) hours of pedagogy, ensembles or advised electives, and four courses in Music History and Music Theory. The exception is the Master of Music in Piano Pedagogy which has six (6) hours of pedagogy, and is, therefore, not required to take both Music Theory courses. The Graduate Curriculum Committee believes that these changes will create a stronger, more balanced degree across the emphasis areas.</p>

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From Graduate Bulletin, Page 146

MASTER OF MUSIC DEGREE ADMISSION REQUIREMENTS

Applicants seeking admission to the Master of Music degree program must take the ASU Department of Music entrance examinations in music history and written and aural music

theory. **The results of this examination assist in planning each student's exact course of study. A grade of "A" or "B" must be achieved in any remedial coursework. Remedial coursework may not be counted as credit toward the degree. Arkansas State University graduates who begin graduate studies within eighteen months of graduation will not be required to take the entrance examination providing they received an "A" or "B" on all undergraduate music theory and history coursework.**

~~For unconditional acceptance applicants must perform a successful audition recital in person for the appropriate faculty prior to initial enrollment. Conditional acceptance may be granted by audio or videotape providing the student performs a successful audition recital in person for the appropriate faculty within the first two weeks of classes.~~

Students seeking admission to the Master of Music in Performance with an emphasis in Instrumental or Vocal Performance must audition for the appropriate applied faculty member prior to initial enrollment. At the discretion of the applied faculty member a three to five member committee may be convened to hear the audition. The applied faculty member (or committee) will evaluate the performance and report the results to the Graduate Program Supervisor. All graduate instrumental and vocal performance students are required to perform a proficiency jury at the end of the first semester of applied study. Students will receive written comments from the jury panel.

Students seeking admission to the Master of Music in Performance with an emphasis in Instrumental or Choral Conducting must submit a videotape or DVD to the appropriate applied conducting faculty member prior to initial enrollment, or conduct two pieces in live audition. At the discretion of the applied faculty member, a three to five member committee may be convened to evaluate the videotape or live audition. Contents of the videotape or DVD should include two or more numbers of contrasting styles with a total time of no less than eight minutes. The video should be a front view of the conductor, not the ensemble. The conducting faculty (or committee) will evaluate the videotape and report the results to the Graduate Program Supervisor.

Courses required of all candidates*:

~~MUS 6433, Advanced Conducting~~

~~MUS 6533, Research Techniques~~

MUS 6212, Introduction to Research, Writing, and Bibliography in Music

MUS 6222, Teaching and Learning Music

~~*Conducting majors do not take MUS 6433~~

Performance Major, ~~Single Instrument~~ Instrumental or Vocal

One Hour Graduate Recital*

Eight Hours Applied Major

~~Two Three~~ Hours ~~Music Large~~ Ensembles **

Six Hours Music History (6000 level)

~~Three Six~~ Hours Music Theory (Must be at 6000 level)

~~One Two~~ Hours ~~Pedagogy~~

~~Three Hours Advised Electives~~

Languages for Voice and Keyboard Major

The Master of Music degree in performance requires language proficiency as follows:

Majors in voice must demonstrate reading proficiency in two foreign languages, and majors in keyboard instruments in one foreign language. French and/or German are the recommended languages.

****Piano and guitar majors are required three hours of large ensembles and/or advised electives.**

~~Performance Major, Multiple Instruments (i.e., Brass Option; Keyboard Option; Woodwind Option)—each option must include three instruments:~~

~~Six Hours Applied Music, Primary Instrument~~

~~Two Hours Applied Music, Secondary Instrument~~

~~Two Hours Applied Music, Tertiary Instrument~~

~~One Hour Graduate Recital*~~

~~Two Hours Music Ensembles~~

~~Six Hours Music History/Theory (3 hours must be at 6000 level)~~

~~Two Hours Pedagogy~~

~~Three Hours Advised Electives~~

~~Languages for Keyboard Instruments, see above.~~

Piano Pedagogy

Eight Hours Applied Lessons

One Hour Graduate Recital

Six Hours Pedagogy

Six Hours Music History

Three Hours Music Theory

Two Hours Advised Electives

Composition Major:

Eight Hours Applied Composition

Three Hours Applied Electronic Music Techniques, MUSP 6111-2

Six Hours Music Theory

One Hour Graduate Recital*

Six Hours Music History Electives

Two Hours Pedagogy

Conducting Major:

Eight Hours Applied Conducting

Revised 9/25/2008

One Hour Graduate Recital*

Two Hours Pedagogy and Performance

~~Two Hours MUS 5412, Form and Analysis~~

~~Three Hours MUS 6533, Research Techniques~~

Six Hours Music History (6000 level)

~~Three~~ **Six** Hours Music Theory (6000 level)

~~Two Hours Ensembles~~

Three Hours Advised **Ensembles and** Electives

Minimum hours required for these programs: 30

*All students pursuing the Master of Music Degree are required to submit a scholarly document to accompany the Graduate Recital. Specifications regarding this document **may be obtained from the Graduate Program Supervisor in the Music Department.**

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Bulletin Change Transmittal Form**X Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu**Bulletin Change**

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1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)Joan Henley, Department of Educational Leadership, Curriculum and Special Education, E. Smith Center, Room 443, jhenley@astate.edu 870-972-2640**2. Proposed Change****Core Requirements:** Addition of ELSE 5033 Behavior Intervention and Consultation as required in special education masters and/or license program for P-4 and 4-12.**Total Program Hours:** This will increase the total number of hours in the P-4 and 4-12 special education masters program. P-4 and 4-12 will move from being 33 hours to 36 hours.**3. Effective Date**

Summer 2010

4. Justification

This course used to be a prerequisite instead of a requirement and caused concerns (i.e., candidates were unaware that the hours were not included in the Master's Program). The concepts covered in the course are important Council for Exceptional Children Special Program Area (SPA) standards and need to be included in the core program.

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**PROGRAM OF STUDY FOR THE MASTER OF SCIENCE DEGREE WITH A MAJOR IN SPECIAL EDUCATION — INSTRUCTIONAL SPECIALIST GRADES P-4**

I. Core Courses required of all candidates for the Master of Science in Education degree.

ELFN 6763 Philosophies of Education OR PSY 6513 Advanced Educational Psychology

ELFN 6773 Introduction to Statistics and Research

II. Courses required of all the students majoring in Special Education - Instructional Specialist P-4:

ELSE 5033 Behavior Intervention and Consultation

ELSE 5743 Assessment of Young Children with Exceptionalities.

ELSE 5753 Methods for Working with Preschool Children with Exceptionalities

ELSE 6023 Characteristics of Individuals with Disabilities

ELSE 6053 Educational Procedures for Individuals with Mild Disabilities

ELSE 6073 Educational Procedures for Individuals with Severe Disabilities

ELSE 5083 Collaboration for Special Education Service Delivery

ELAD 6423 Special Education Law

ELSE 6813 Introductory Laboratory Experiences I in Special Education

Revised 9/25/2008

ELSE 6823 Advanced Laboratory Experiences II in Special Education

Minimum Hours: ~~33~~ 36

**PROGRAM OF STUDY FOR THE MASTER OF SCIENCE DEGREE
WITH A MAJOR IN SPECIAL EDUCATION —
INSTRUCTIONAL SPECIALIST GRADES 4-12**

Core Courses Required:

ELFN 6763 Philosophies of Education, ORPSY 6513 Advanced Educational Psychology 3

ELFN 6773 Introduction to Statistics and Research

Core Courses Required:

ELSE 5033 Behavior Intervention and Consultation

ELSE 5043 Educational Diagnosis and Assessment in Special Education

ELSE 6023 Characteristics of Individuals with Disabilities

ELSE 6063 Educational Procedures for Individuals with Emotional Disabilities

ELSE 6073 Educational Procedures for Individuals with Severe Disabilities

ELSE 5083 Collaboration for Special Education Service Delivery

ELAD 6423 Special Education Law

ELSE 6813 Introductory Laboratory Experiences I in Special Education

ELSE 6823 Advanced Laboratory Experiences II in Special Education

Minimum Hours: ~~33~~ 36

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1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)Joan Henley, Department of Educational Leadership, Curriculum and Special Education, E. Smith Center, Room 443, jhenley@astate.edu 870-972-2640**2. Proposed Change****Core Requirements:** Addition of ELSE 6023 Characteristics of Individuals with Disabilities as required in special education masters and/or license program for 4-12. **Total Program Hours:** This will increase the total number of hours in the 4-12 special education masters program from 33 to 36 hours.**3. Effective Date**

Summer 2010

4. Justification

The course objectives for this course will provide candidates with an introduction to special education that was originally in the prerequisite course ELSE 3643 Exceptional Child in the Regular Classroom that we have proposed to delete from the program. By doing this, candidates can be assured of having up-to-date information that will provide the basis for the entire special education master's program.

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WITH A MAJOR IN SPECIAL EDUCATION —
INSTRUCTIONAL SPECIALIST GRADES 4-12**

Core Courses Required:

ELFN 6763 Philosophies of Education, OR
PSY 6513 Advanced Educational Psychology 3
ELFN 6773 Introduction to Statistics and Research

Special Education Core Courses:

ELSE 5043 Educational Diagnosis and Assessment in Special Education
ELSE 5033 Behavior Intervention and Consultation
ELSE 6023 Characteristics of Individuals with Disabilities
ELSE 6053 Educational Procedures for Individuals with Mild Disabilities
ties
ELSE 6063 Educational Procedures for Individuals with Emotional Disabili
ties
ELSE 6073 Educational Procedures for Individuals with Severe Disabilities
ELSE 5083 Collaboration for Special Education Service Delivery
ELAD 6423 Special Education Law

Revised 9/25/2008

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1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)Joan Henley, Department of Educational Leadership, Curriculum and Special Education, E. Smith Center, Room 443, jhenley@astate.edu 870-972-2640**2. Proposed Change****Prerequisites:** Deletion of ELSE 3643 Exceptional Child in the Regular Classroom or ELSE 3023 Characteristics of Individuals with Disabilities undergraduate prerequisite in special education masters and/or license program. NOTE: These two courses will still continue to be a part of the undergraduate programs in the teacher education.**3. Effective Date**

Summer 2010

4. Justification

Having ELSE 3643 or ELSE 3023 as a prerequisite to this program has not resulted in students always being adequately prepared for the coursework of this program. The reason being is that often the coursework is too dated and candidates do not have the up-to-date prerequisite information for candidates to be successful in this program.

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**PROGRAM OF STUDY FOR THE
MASTER OF SCIENCE DEGREE WITH A
MAJOR IN SPECIAL EDUCATION — INSTRUCTIONAL
SPECIALIST GRADES P-4**

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COURSE REQUIREMENTS**~~I. Undergraduate Prerequisites~~****~~ELSE 3643 Exceptional Child in the Regular Classroom~~**

ELSE 4/5633 Diag/Corr Reading Instruction for Mild Disabilities

II. Core Courses required of all candidates for the Master of Science in Education degree.

ELFN 6763 Philosophies of Education OR

PSY 6513 Advanced Educational Psychology

ELFN 6773 Introduction to Statistics and Research

III. Courses required of all the students majoring in Special Education - Instructional Specialist P-4:

ELSE 5743 Assessment of Young Children with Exceptionalities.

ELSE 5753 Methods for Working with Preschool Children with Excep

Exceptionalities

ELSE 6023 Characteristics of Individuals with Disabilities

ELSE 6053 Educational Procedures for Individuals with Mild Disabilities

ELSE 6073 Educational Procedures for Individuals with Severe Disabilities

ELSE 5083 Collaboration for Special Education Service Delivery

ELAD 6423 Special Education Law

ELSE 6813 Introductory Laboratory Experiences I in Special Education

ELSE 6823 Advanced Laboratory Experiences II in Special Education

Minimum Hours: 33

**PROGRAM OF STUDY FOR THE MASTER OF SCIENCE DEGREE
WITH A MAJOR IN SPECIAL EDUCATION —
INSTRUCTIONAL SPECIALIST GRADES 4-12**

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Course Requirements

~~Undergraduate prerequisites:~~

~~ELSE 3023 Characteristics of Individuals with Disabilities (or equivalent)~~

ELSE 4/5033 Behavior Intervention and Consultation

ELSE 4/5633 Diag/Corr Reading Instruction for Mild Disabilities

Undergraduate Core Courses Required:

ELFN 6763 Philosophies of Education, OR

PSY 6513 Advanced Educational Psychology 3

ELFN 6773 Introduction to Statistics and Research

Core Courses Required:

ELSE 5043 Educational Diagnosis and Assessment in Special Education

ELSE 6053 Educational Procedures for Individuals with Mild Disabilities

ELSE 6063 Educational Procedures for Individuals with Emotional Disabilities

ELSE 6073 Educational Procedures for Individuals with Severe Disabilities

ELSE 5083 Collaboration for Special Education Service Delivery

ELAD 6423 Special Education Law

ELSE 6813 Introductory Laboratory Experiences I in Special Education

ELSE 6823 Advanced Laboratory Experiences II in Special Education

Minimum Hours: 30

Course Descriptions

Special Education

ELSE 5033 Behavior Intervention and Consultation Techniques of systematic behavioral analysis and intervention for students at-risk for school failure or students with disabilities Emphasis is placed on both direct and consultative interventions. ~~Prerequisites: ELSE 3643 or equivalent~~

ELSE 5043 Educational Diagnosis and Assessment in Special Education A study of the principles and practices for assessment and identification of individuals with disabilities Administration of formal and informal assessment instruments, and interpretation and reporting of assessment data is emphasized .

~~Prerequisites: ELSE 3643 or equivalent~~

ELSE 5083 Collaboration for Special Education Service Delivery A study of the team planning process, working with families, and service delivery options for special education, including special class placement, consultation, and collaborative teaching. ~~Prerequisites: ELSE 3643 or equivalent~~

ELSE 5633 Diagnostic and Corrective Reading Instruction for Individuals with Mild Disabilities Developing comprehensive understanding of diagnostic and corrective needs of individuals with reading disabilities in special education classrooms ~~Prerequisites: ELSE 3643 or equivalent~~

ELSE 5743 Assessment of Young Children with Exceptionalities A study of evaluative and diagnostic instruments and procedures used with young exceptional children from birth to five years of age. ~~Prerequisites: ELSE 3643 or equivalent~~

ELSE 5753 Methods for Working with Young Children with Exceptionalities A study of current theories, practices, and procedures used to develop programs for exceptional children from birth to five years of age. ~~Prerequisites: ELSE 3643 or equivalent~~

ELSE 6013 Contemporary Issues in Special Education A study of current

Revised 9/25/2008

trends, research, publications, and programming

ELSE 6023 Characteristics of Individuals with Disabilities Advanced in-depth study designed to develop knowledge of the characteristics and issues related to individuals with disabilities. ~~Prerequisites: ELSE 3643 or equivalent~~

ELSE 6033 Affective Programming in the Classroom A study in the affective needs of children Emphasis is placed on responding to affective needs of students and developing social skills in students

ELSE 6053 Educational Procedures for Individuals with Mild Disabilities

A study of models for the planning and delivering of instruction to students with disabilities who require an individualized general curriculum Includes techniques and materials for teaching reading, math and writing ~~Prerequisites: ELSE 3643 or equivalent~~

ELSE 6063 Educational Procedures for Children with Emotional and Behavior Disorders Disabilities

Theoretical orientations and specific procedures for providing services to children with emotional and behavior disorders problems ~~Prerequisites: ELSE 3643 or equivalent~~

ELSE 6073 Educational Procedures for Individuals with Moderate-Profound Disabilities A study of the basic methods and materials to facilitate skill

development for individuals who require an individualized functional independent living curriculum ~~Prerequisites: ELSE 3023 if in Instruction Specialist Grades 4-12~~

ELSE 6103 Seminar - Studies of Research in Special Education An

examination of the current issues and trends in special education as found in the professional literature as it relates to the individual student's area of interest A research project suitable for a poster session presentation is required Prerequisites

Bulletin Change Transmittal Form

X Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

Bulletin Change

Please attach a copy of all catalogue pages requiring editorial changes.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Joan Henley, Department of Educational Leadership, Curriculum and Special Education, E. Smith Center, Room 443, jhenley@astate.edu 870-972-2640

2. Proposed Change

Prerequisites: Deletion of ELSE 4/5033 Behavior Intervention and Consultation undergraduate prerequisite in special education masters and/or license program. NOTE: ELSE 5033 will be moved as a core requirement in the master's P-4 and 4-12 special education programs.

3. Effective Date

Summer 2010

4. Justification

Having ELSE 3643 or ELSE 3023 as a prerequisite to this program has not resulted in students always being adequately prepared for the coursework of this program. The reason being is that often the coursework is too dated and candidates do not have the up-to-date prerequisite information for candidates to be successful in this program.

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

**PROGRAM OF STUDY FOR THE
MASTER OF SCIENCE DEGREE WITH A
MAJOR IN SPECIAL EDUCATION — INSTRUCTIONAL
SPECIALIST GRADES P-4**

.....

COURSE REQUIREMENTS**~~I. Undergraduate Prerequisites~~**

ELSE 3643 Exceptional Child in the Regular Classroom

~~ELSE 4/5033 Behavior Intervention and Consultation~~

ELSE 4/5633 Diag/Corr Reading Instruction for Mild Disabilities

II. Core Courses required of all candidates for the Master of Science in Education degree.

ELFN 6763 Philosophies of Education OR PSY 6513 Advanced Educational Psychology

ELFN 6773 Introduction to Statistics and Research

III. Courses required of all the students majoring in Special Education – Instructional Specialist P-4:

ELSE 5743 Assessment of Young Children with Exceptionalities.

Revised 9/25/2008

ELSE 5753 Methods for Working with Preschool Children with Exceptionalities

ELSE 6023 Characteristics of Individuals with Disabilities

ELSE 6053 Educational Procedures for Individuals with Mild Disabilities

ELSE 6073 Educational Procedures for Individuals with Severe Disabilities

ELSE 5083 Collaboration for Special Education Service Delivery

ELAD 6423 Special Education Law

ELSE 6813 Introductory Laboratory Experiences I in Special Education

ELSE 6823 Advanced Laboratory Experiences II in Special Education

Minimum Hours: 33

**PROGRAM OF STUDY FOR THE MASTER OF SCIENCE DEGREE
WITH A MAJOR IN SPECIAL EDUCATION —
INSTRUCTIONAL SPECIALIST GRADES 4-12**

.....

Course Requirements

~~Undergraduate prerequisites:~~

ELSE 3023 Characteristics of Individuals with Disabilities (or equivalent)

~~ELSE 4/5033 Behavior Intervention and Consultation~~

ELSE 4/5633 Diag/Corr Reading Instruction for Mild Disabilities

Core Courses Required:

ELFN 6763 Philosophies of Education, ORPSY 6513 Advanced Educational Psychology 3

ELFN 6773 Introduction to Statistics and Research Core Courses Required:

ELSE 5043 Educational Diagnosis and Assessment in Special Education

ELSE 6053 Educational Procedures for Individuals with Mild Disabilities

ELSE 6063 Educational Procedures for Individuals with Emotional Disabilities

ELSE 6073 Educational Procedures for Individuals with Severe Disabilities

ELSE 5083 Collaboration for Special Education Service Delivery

ELAD 6423 Special Education Law

ELSE 6813 Introductory Laboratory Experiences I in Special Education

ELSE 6823 Advanced Laboratory Experiences II in Special Education

Minimum Hours: 30

Bulletin Change Transmittal Form

X Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

Bulletin Change

Please attach a copy of all catalogue pages requiring editorial changes.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Joan Henley, Department of Educational Leadership, Curriculum and Special Education, E. Smith Center, Room 443, jhenley@astate.edu 870-972-2640

2. Proposed Change

Prerequisites: Deletion of ELSE 4/5633 Diagnosis and Correction of Reading Difficulties undergraduate prerequisite in special education masters and/or license program.

3. Effective Date

Summer 2010

4. Justification

Having ELSE 3643 or ELSE 3023 as a prerequisite to this program has not resulted in students always being adequately prepared for the coursework of this program. The reason being is that often the coursework is too dated and candidates do not have the up-to-date prerequisite information for candidates to be successful in this program.

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

**PROGRAM OF STUDY FOR THE
MASTER OF SCIENCE DEGREE WITH A
MAJOR IN SPECIAL EDUCATION — INSTRUCTIONAL
SPECIALIST GRADES P-4**

.....

COURSE REQUIREMENTS**~~I. Undergraduate Prerequisites~~**

~~ELSE 3643 Exceptional Child in the Regular Classroom~~

~~ELSE 4/5033 Behavior Intervention and Consultation~~

~~ELSE 4/5633 Diag/Corr Reading Instruction for Mild Disabilities~~

I. Core Courses required of all candidates for the Master of Science in Education degree.

ELFN 6763 Philosophies of Education OR PSY 6513 Advanced Educational Psychology

ELFN 6773 Introduction to Statistics and Research

II. Courses required of all the students majoring in Special Education - Instructional Specialist P-4:

Revised 9/25/2008

ELSE 5743 Assessment of Young Children with Exceptionalities.
ELSE 5753 Methods for Working with Preschool Children with Exceptionalities
ELSE 6023 Characteristics of Individuals with Disabilities
ELSE 6053 Educational Procedures for Individuals with Mild Disabilities
ELSE 6073 Educational Procedures for Individuals with Severe Disabilities
ELSE 5083 Collaboration for Special Education Service Delivery
ELAD 6423 Special Education Law
ELSE 6813 Introductory Laboratory Experiences I in Special Education
ELSE 6823 Advanced Laboratory Experiences II in Special Education
Minimum Hours: 33

**PROGRAM OF STUDY FOR THE MASTER OF SCIENCE DEGREE
WITH A MAJOR IN SPECIAL EDUCATION —
INSTRUCTIONAL SPECIALIST GRADES 4-12**

~~Undergraduate prerequisites:~~

ELSE 3023 Characteristics of Individuals with Disabilities (or equivalent)
ELSE 4/5033 Behavior Intervention and Consultation
~~ELSE 4/5633 Diag/Corr Reading Instruction for Mild Disabilities~~

Core Courses Required:

ELFN 6763 Philosophies of Education, ORPSY 6513 Advanced Educational Psychology 3
ELFN 6773 Introduction to Statistics and Research

Special Education Core Courses Required:

ELSE 5043 Educational Diagnosis and Assessment in Special Education
ELSE 6053 Educational Procedures for Individuals with Mild Disabilities
ELSE 6063 Educational Procedures for Individuals with Emotional Disabilities
ELSE 6073 Educational Procedures for Individuals with Severe Disabilities
ELSE 5083 Collaboration for Special Education Service Delivery
ELAD 6423 Special Education Law
ELSE 6813 Introductory Laboratory Experiences I in Special Education
ELSE 6823 Advanced Laboratory Experiences II in Special Education

Minimum Hours: 30

New/Special Course Proposal-Bulletin Change Transmittal Form

X Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

X New Course or **Special Course (Check one box)**
Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) ELSE 6853
2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics). Laboratory Experiences I 4-12
3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Lab only
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Letter grade
1. Is this course dual listed (undergraduate/graduate)? No
6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) No
7. Brief course description (40 words or less) as it should appear in the bulletin. Series of field-based experiences in 4-12 special education classrooms, designed to provide candidates opportunities to work with students with disabilities. Emphasis on practical application of theoretical methods. Prerequisites: Successful completion of required Praxis II exams and permission from advisor.
8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). Prerequisite is the successful completion of the required Praxis II exams. Restricted to individuals who have been approved by an advisor and enrolled in a special education program of study.
9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Joan Henley, Arkansas State University, E. Smith Center, Room 443, State University, AR 72567, jhenley@astate.edu , 870-972-2640
11. Proposed Starting Term/Year Fall 2010

12. Is this course in support of a new program? If yes, what program?

No

13. Does this course replace a course being deleted? No

b. If yes, what course?

c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects. No**15. Justification should include:****A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).**

Specifically geared to candidates in a program of study for a master's degree and/or license in special education in a 4-12 setting, the course provides opportunities for candidates to apply knowledge and skills learned during coursework.

Goal 1: Candidates will demonstrate ability to work with students with disabilities in a 4-12 special education setting and successfully demonstrate knowledge, skills and dispositions taught as part of the preparation program.

Goal 2: Candidates demonstrate ability to work with students in diverse settings and skillfully apply multiple theoretical approaches for individuals with disabilities.

Goal 3: Candidates will demonstrate ability to follow procedural guidelines and legal requirements when working with individuals with disabilities, specifically developing and implementing Individual Education Programs (IEP) and Individual Transition Plans (ITP) for students with disabilities.

B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

The Council for Exceptional Children (CEC) and the Arkansas Department of Education (ADE) require direct opportunities to work with students with disabilities in a controlled and supervised lab experience in the area of licensure.

C. Student population served.

Candidates who desire a masters and/or license to teach children with disabilities in a 4-12 school setting.

D. Rationale for the level of the course (lower, upper, or graduate).

This course is the capstone experience for candidates pursuing a masters and/or license in 4-12 special education.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

Week 1 Candidate will meet university supervisor and mentor teacher and complete diagram of classroom demonstrating ability to provide a meaningful learning environment for individuals with disabilities in a 4-12 setting.

Week 2 Candidate will work with mentor teacher on becoming familiar with the unique needs of the students he/she will be working with.

Week 3 Candidate will begin submitting specific lesson plans for approval to mentor teacher and university supervisor and reflecting on teaching each day. Candidate will submit an inclusion plan to university supervisor with collaboration from mentor teacher.

Week 4 Candidate will select a student(s) to develop an IEP and a Behavior Change and work with mentor teacher and university supervisor on following district, state, and federal guidelines. University supervisor and mentor teacher evaluate progress and provide feedback.

Week 5 Candidate will give selected assessments to targeted student(s) under the supervision of their mentor teacher and the approval of university supervisor. Candidate will turn in Unit Plan written for his/her classroom to include all students.

Week 6 Candidate will complete and submit the diagnostic summary on targeted student to mentor teacher and university supervisor

Week 7 Candidate will develop IEP and Behavior Change Project (BCP) and submit to mentor and university supervisor for approval.

Week 8 Candidate will begin implementation of IEP, submitting reflection each day's occurrences; candidate will submit baseline data for BCP

Week 9 Candidate will continue implementation of IEP, submitting reflections; submit first week's intervention data for BCP. University and Mentor Teacher will evaluate progress and provide feedback. Candidate will turn in ITP.

Week 10 Candidate will continue implementation of IEP, reflections, and BCP intervention data

Week 11 Candidate will continue implementation of IEP, reflections, and BCP intervention data.

Week 12 Candidate will continue implementation of IEP, reflections, and BCP intervention data. Summary evaluation and feedback given by mentor teacher and university supervisor

Week 13 Candidate turn in final reflections, results of BCP (including Single Subject Design) and portfolio

Week 14 Candidates meet with mentor teacher and university supervisor for Lab evaluation and discussion of final grade.

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Classroom Diagram, Inclusion paper, Unit Plan, Diagnostic Summary, Individual Education Program, ITP, Behavior Change Project with single-subject design, lesson plans, and submission of lab portfolio.

18. Special features (e.g. labs, exhibits, site visitations, etc.)

Site supervision by mentor teacher and university supervisor

19. Required reading

"What Every Special Educator Must Know" Council for Exceptional Children, 2008

"Applied Behavior Analysis" Alberto & Troutman, 2009
Other readings as assigned.

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
None

21. What is the primary goal of this course? To provide a capstone experience in an authentic setting to give potential pre-service special education teachers an opportunity to apply knowledge and skills learned through coursework in a controlled, supervised environment in the area of licensure.

22. If this proposal is for a general education course, please check the primary goal this course addresses:

- | | |
|---|---|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

Primary Goal Outcome #1: Candidates will demonstrate ability to develop lesson plans for students with disabilities in a 4-12 setting.

Learning Activity: Candidates will develop lesson plans and one unit plan with input and feedback from university supervisor and mentor teacher. Candidates will develop a classroom diagram demonstrating ability to provide students with disabilities an environment conducive to learning and for optimal inclusion; candidates will provide reflections.

Assessment Tool: Rubrics specific to each task

Primary Goal Outcome #2: Candidates will demonstrate ability to complete and implement an IEP and ITP based on an evaluation plan and diagnostic summary.

Learning Activity: Candidates will complete and evaluation and diagnostic summary on a targeted student; develop and implement an IEP.

Assessment Tool: Rubrics specific to each task.

Primary Goal Outcome #3: Candidates will demonstrate ability to develop a single-subject research project on targeted student that will provide successful intervention and impact student's learning toward targeted change.

Learning Activity: Develop Behavior Change Project using single-subject design for an academic behavior and a behavior to increase/decrease; collect data on baseline and intervention, evaluate success.

Assessment Tool: Rubrics specific to tasks.

(Repeat if needed for additional outcomes 2 and 3.)

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

PROGRAM OF STUDY FOR THE MASTER OF SCIENCE DEGREE WITH A MAJOR IN SPECIAL EDUCATION — INSTRUCTIONAL SPECIALIST GRADES 4-12

Course Requirements.

Core Courses Required:

ELFN 6763 Philosophies of Education, OR
PSY 6513 Advanced Educational Psychology 3
ELFN 6773 Introduction to Statistics and Research

Core Courses Required:

ELSE 5043 Educational Diagnosis and Assessment in Special Education
ELSE 6053 Educational Procedures for Individuals with Mild Disabilities
ELSE 6063 Educational Procedures for Individuals with Emotional Disabilities
ELSE 6073 Educational Procedures for Individuals with Severe Disabilities
ELSE 5083 Collaboration for Special Education Service Delivery

Revised 9/25/2008

ELAD 6423 Special Education Law

ELSE 6853 Laboratory Experiences I 4-12

ELSE 6823 Advanced Laboratory Experiences II in Special Education

Course Descriptions

ELSE 6833 Practicum for Gifted, Talented, Creative Learning experiences are provided which incorporate skills in classroom organization, management, planning, and teaching in a field setting for gifted, talented, creative Prerequisites: ELSE 5703 and ELSE 5713 and permission of professor

ELSE 6843 Advanced Practicum for Gifted, Talented, Creative Innovative teaching and research efforts are demonstrated Opportunities are sought which address individual needs and abilities for students as well as young scholars attending

ELSE 6853 Laboratory Experiences I 4-12. A series of field-based experiences in a 4-12 special education classroom setting, designed to provide students opportunities to work with students with disabilities. Emphasis is focused on practical application of theoretical methods. Prerequisites: Successful completion of required Praxis II exams

ELSE 6891-6 Thesis

New/Special Course Proposal-Bulletin Change Transmittal Form

X Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

X New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) ELSE 6863
2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics). Laboratory Experiences II 4-12
3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Lab only
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Letter grade
1. Is this course dual listed (undergraduate/graduate)? No
6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) No
7. Brief course description (40 words or less) as it should appear in the bulletin. A series of field-based experiences designed as a continuation of ELSE 6853. Prerequisites: ELSE 6853 and permission of advisor.
8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). Prerequisite is the successful completion of ELSE 6853.
9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Joan Henley, Arkansas State University, E. Smith Center, Room 443, State University, AR 72567, jhenley@astate.edu , 870-972-2640
11. Proposed Starting Term/Year Fall 2010
12. Is this course in support of a new program? If yes, what program? No
13. Does this course replace a course being deleted? No

b. If yes, what course?

c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects. No

15. Justification should include:

- A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).**
Specifically geared to candidates in a program of study for a master's degree and/or license in special education in a 4-12 setting, the course is a continuation of Laboratory Experience I.
Goal 1: Candidates demonstrate ability to teach students with disabilities in diverse settings and skillfully apply multiple theoretical approaches for individuals with disabilities.
Goal 2: Candidates demonstrate ability to design and implement a behavior change program for student(s) with disabilities in a 4-12 special education setting by conducting and research, analyzing and synthesizing the information, and applying information to the behavior change program.
Goal 3: Candidates demonstrate ability to collaborate with families and community members in the special education process.
- B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.**
The Council for Exceptional Children (CEC) and the Arkansas Department of Education (ADE) require direct opportunities to work with children with disabilities in a controlled and supervised lab experience in the area of licensure.
- C. Student population served.**
Candidates who desire a masters and license to teach students with disabilities in a 4-12 public school setting.
- D. Rationale for the level of the course (lower, upper, or graduate).**
This course is the Capstone course for candidates pursuing a Masters in 4-12 special education.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

- Week 1 Candidate will meet university supervisor and mentor teacher and complete diagram of classroom demonstrating ability to provide a meaningful learning environment for individuals with disabilities in a 4-12 setting.
- Week 2 Candidate will work with mentor teacher on becoming familiar with the unique needs of the students he/she will be working with. Complete and post autobiography on web site.
- Week 3 Candidate will begin submitting specific lesson plans for approval to mentor teacher and university supervisor and reflecting on teaching each day.
- Week 4 Candidate will select a student(s) to develop two Behavior Changes for and work with mentor teacher and university supervisor on following district, state, and federal guidelines as well as follow principles of ethics as outlined by the Council for Exceptional Children. University supervisor and mentor teacher evaluate progress and provide feedback.
- Week 5 Candidate will submit research on interventions designed to assist targeted student(s).
- Week 6 Candidate will begin implementation of Behavior Change Projects.
- Week 7 Candidate will continue implementation submitting findings weekly for mentor teacher and university supervisor input, feedback and guidance.
- Week 8 Candidate will continue implementation submitting findings weekly for mentor teacher and university supervisor input, feedback and guidance.
- Week 9 Candidate will continue implementation submitting findings weekly for mentor teacher and university supervisor input, feedback and guidance.
- Week 10 Candidate will continue implementation submitting findings weekly for mentor teacher and university supervisor input, feedback and guidance. Candidate will submit Modification Project.
- Week 11 Candidate will continue implementation submitting findings weekly for mentor teacher and university supervisor input, feedback and guidance.
- Week 12 Candidate will complete data collection and analysis of Behavior Change Project and prepare conclusions and recommendations. Submit to teacher mentor and university supervisor .
- Week 13 Candidate turn in final reflections and lab portfolio.
- Week 14 Candidates meet with mentor teacher and university supervisor for Lab evaluation and discussion of final grade.

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

- (1) Behavior Change Project s, research on two interventions for Behavior Change Projects, weekly lesson plans and reflections, modification project, biography, final reflection over lab experience, and teaching internship portfolio.

18. Special features (e.g. labs, exhibits, site visitations, etc.)

- Site supervision by mentor teacher and university supervisor

19. Required reading

- "What Every Special Educator Must Know" Council for Exceptional Children, 2008
"Applied Behavior Analysis" Alberto & Troutman, 2009

"Evidence-Based Practices for Educating Students with Emotional and Behavioral Disorders" Yell, Meadows, Drasgow, & Shriner, 2009.
Other readings as assigned.

20. **Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.?)
None

21. **What is the primary goal of this course?** To provide a capstone experience in an authentic setting to give potential pre-service special education teachers an opportunity to apply knowledge and skills learned through coursework in a controlled, supervised environment in their area of licensure.

22. **If this proposal is for a general education course, please check the primary goal this course addresses:**

- | | |
|---|---|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

23. **Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?**

Primary Goal Outcome #1: Candidates will demonstrate ability to develop lesson plans for children with disabilities in a 4-12 setting.

Learning Activity: Candidates will develop lesson plans with input and feedback from university supervisor and mentor teacher. Candidates will submit weekly reflections on lab experience and a final reflection analyzing and summarizing candidate experience and learning.

Assessment Tool: Rubrics specific to each task

Primary Goal Outcome #2: Candidates will demonstrate ability to develop single-subject research on targeted student(s) that will provide successful intervention and impact student's learning toward targeted change.

Learning Activity: Develop two behavior change plans using single-subject design – one on an academic skill and one on a behavioral skill; conduct research on related interventions, develop plan, collect data on baseline and intervention, evaluate success.

Assessment Tool: Rubrics specific to tasks.

Primary Goal Outcome #3: Candidates will demonstrate ability to work collaboratively with school personnel, parents, and community members.

Learning Activity: Candidates will complete a modification project by collaborating with various school personnel, parents, and community members, that will provide individuals within their school districts a resource guide for assisting individuals with disabilities.

Assessment Tool: Rubrics specific to each task.

(Repeat if needed for additional outcomes 2 and 3.)

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

COURSE REQUIREMENTS

- ELSE 5043 Educational Diagnosis and Assessment in Special Education
- ELSE 6053 Educational Procedures for Individuals with Mild Disabilities
- ELSE 6063 Educational Procedures for Individuals with Emotional Disabilities
- ELSE 6073 Educational Procedures for Individuals with Severe Disabilities
- ELSE 5083 Collaboration for Special Education Service Delivery
- ELAD 6423 Special Education Law
- ELSE 6813 Introductory Laboratory Experiences I in Special Education
- ELSE 6823 Advanced Laboratory Experiences II in Special Education

ELSE 6863 Laboratory Experiences II 4-12

Revised 9/25/2008

Course Descriptions

ELSE 6833 Practicum for Gifted, Talented, Creative Learning experiences are provided which incorporate skills in classroom organization, management, planning, and teaching in a field setting for gifted, talented, creative Prerequisites: ELSE 5703 and ELSE 5713 and permission of professor

ELSE 6843 Advanced Practicum for Gifted, Talented, Creative Innovative teaching and research efforts are demonstrated Opportunities are sought which address individual needs and abilities for students as well as young scholars attending Prerequisites: ELSE 6063 and permission of professor, and Praxis II

ELSE 6863 Laboratory Experiences II 4-12. A series of field-based experiences designed as a continuation of ELSE 6853. Prerequisites: ELSE 6853 and permission from advisor.

ELSE 6891-6 Thesis

Code #

Bulletin Change Transmittal Form

X Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

Bulletin Change

Please attach a copy of all catalogue pages requiring editorial changes.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
 Joan Henley, Department of Educational Leadership, Curriculum and Special Education, E. Smith Center, Room 443, jhenley@astate.edu 870-972-2640

2. Proposed Change
 Special Education Course ELSE 6813 Laboratory Experiences I will be for candidates in Lab I P-4 special education ONLY and not for candidates in 4-12 special education. This change is reflected in a revised course description, which is stated below as **ELSE 6813 Laboratory Experiences I P-4** A series of field-based experiences in a P-4 special education classroom setting, designed to provide students opportunities to work with children with disabilities. Emphasis is focused on practical application of theoretical methods. Prerequisites: Successful completion of required Praxis II exams and permission from advisor.

3. Effective Date
 Summer 2010

4. Justification
 Currently, candidates for the P-4 and 4-12 licensure and/or masters program in special education sign up for the same labs (ELSE 6813 and ELSE 6823). The purpose of this bulletin change form is to separate the courses to be specific for candidates in the P-4 special education program (ELSE 6813 and 6823 – which are the existing ones) and the 4-12 special education program (ELSE 6853 and 6863 – see New Course Proposals). The reason for this change is because (1) many of our students have to get licensure in P-4 and 4-12; this currently results in their needing a lab in each area of licensure, which currently means they have to enroll in ELSE 6813 twice. This has resulted in multiple problems with the registrar's office. (2) The Arkansas Department of Education (ADE) and the special education and the accrediting agency for our SPA (Council for Exceptional Children) have asked that the two programs be more differentiated and course specific. For the P-4 program, we are not adding anything new. We are simply adding P-4 to the course name and the course prefix and including P-4 in the course description.

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

NOTE: Red is for deletions and green is for additions.

**PROGRAM OF STUDY FOR THE
 MASTER OF SCIENCE DEGREE WITH A
 MAJOR IN SPECIAL EDUCATION — INSTRUCTIONAL
 SPECIALIST GRADES P-4**

I. Core Courses required of all candidates for the Master of Science in Education degree.
 ELFN 6763 Philosophies of Education OR PSY 6513 Advanced Educational Psychology
 ELFN 6773 Introduction to Statistics and Research

II. Courses required of all the students majoring in Special Education - Instructional Specialist P-4:
 ELSE 5743 Assessment of Young Children with Exceptionalities.

Revised 9/25/2008

ELSE 5753 Methods for Working with Preschool Children with Exceptionalities

ELSE 6023 Characteristics of Individuals with Disabilities

ELSE 6053 Educational Procedures for Individuals with Mild Disabilities

ELSE 6073 Educational Procedures for Individuals with Severe Disabilities

ELSE 5083 Collaboration for Special Education Service Delivery

ELAD 6423 Special Education Law

ELSE 6813 ~~Introductory~~ Laboratory Experiences I ~~P-4 in Special Education~~

ELSE 6823 Advanced Laboratory Experiences II in Special Education

Minimum Hours: 33

Course Descriptions

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Special Education

ELSE 6713 Nature and Needs of Students with Exceptionalities An in-depth study of young students with exceptionalities with a focus on their developmental needs

ELSE 6801-3 Independent Study

~~**ELSE 6813 Laboratory Experiences I** A series of field-based experiences designed to provide students opportunities to work with handicapped children in settings appropriate to the student's graduate program. Emphasis is focused on practical application of theoretical methods.~~

~~**Prerequisites:** Praxis II~~

ELSE 6813 Laboratory Experiences I P-4 A series of field-based experiences in a P-4 special education classroom setting, designed to provide students opportunities to work with children with disabilities. Emphasis is focused on practical application of theoretical methods. Prerequisites: Successful completion of required Praxis II exams and permission from advisor.

ELSE 6823 Laboratory Experiences II A series of field-based experiences designed as a continuation of ELSE 6813 Prerequisites: ELSE 6813, ELSE 5083 and permission of advisor

ELSE 6833 Practicum for Gifted, Talented, Creative Learning experiences are provided which incorporate skills in classroom organization, management, planning, and teaching in a field setting for gifted, talented, creative Prerequisites: ELSE 5703 and ELSE 5713 and permission of professor

Code #

Bulletin Change Transmittal Form

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Bulletin Change
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Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
Joan Henley, Department of Educational Leadership, Curriculum and Special Education, E. Smith Center, Room 443, jhenley@astate.edu 870-972-2640

2. Proposed Change
Special Education Course ELSE 6823 Laboratory Experiences II will be for candidates in Lab II P-4 special education ONLY and not for candidates in 4-12 special education. This change is reflected in a revised course description, which is stated below as **ELSE 6823 Laboratory Experiences II P-4 A** series of field-based experiences designed as a continuation of ELSE 6813. Prerequisites: ELSE 6813 and permission from advisor.

3. Effective Date
Summer 2010

4. Justification
Currently, candidates for the P-4 and 4-12 licensure and/or masters program in special education sign up for the same labs (ELSE 6813 and ELSE 6823). The purpose of this bulletin change form is to separate the courses to be specific for candidates in the P-4 special education program (ELSE 6813 and 6823 – which are the existing ones) and the 4-12 special education program (ELSE 6853 and 6863 – see New Course Proposals). The reason for this change is because (1) many of our students have to get licensure in P-4 **and** 4-12; this currently results in their needing a lab in each area of licensure, which currently means they have to enroll in ELSE 6813 twice. This has resulted in multiple problems with the registrar's office. (2) The Arkansas Department of Education (ADE) and the special education and the accrediting agency for our SPA (Council for Exceptional Children) have asked that the two programs be more differentiated and course specific. For the P-4 program, we are not adding anything new. We are simply adding P-4 to the course name and the course prefix and including P-4 in the course description.

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NOTE: Red is for deletions and green is for additions.

PROGRAM OF STUDY FOR THE MASTER OF SCIENCE DEGREE WITH A MAJOR IN SPECIAL EDUCATION — INSTRUCTIONAL SPECIALIST GRADES P-4

- I. Core Courses required of all candidates for the Master of Science in Education degree.
ELFN 6763 Philosophies of Education OR PSY 6513 Advanced Educational Psychology
ELFN 6773 Introduction to Statistics and Research
- III. Courses required of all the students majoring in Special Education - Instructional Specialist P-4:
ELSE 5743 Assessment of Young Children with Exceptionalities.
ELSE 5753 Methods for Working with Preschool Children with Exceptionalities
ELSE 6023 Characteristics of Individuals with Disabilities

Revised 9/25/2008

ELSE 6053 Educational Procedures for Individuals with Mild Disabilities

ELSE 6073 Educational Procedures for Individuals with Severe Disabilities

ELSE 5083 Collaboration for Special Education Service Delivery

ELAD 6423 Special Education Law

ELSE 6813 Introductory Laboratory Experiences I in Special Education

ELSE 6823 ~~Advanced~~ Laboratory Experiences II **P-4 in Special Education**

Minimum Hours: 33

Course Descriptions

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Special Education

ELSE 6713 Nature and Needs of Students with Exceptionalities An in-depth study of young students with exceptionalities with a focus on their developmental needs

ELSE 6801-3 Independent Study

ELSE 6813 Laboratory Experiences I P-4 A series of field-based experiences in a P-4 special education classroom setting, designed to provide students opportunities to work with children with disabilities. Emphasis is focused on practical application of theoretical methods. Prerequisites: Successful completion of required Praxis II exams and permission from advisor.

~~**ELSE 6823 Laboratory Experiences II** A series of field-based experiences designed as a continuation of ELSE 6813 Prerequisites: ELSE 6813, ELSE 5083 and permission of advisor~~

ELSE 6823 Laboratory Experiences II P-4 A series of field-based experiences designed as a continuation of ELSE 6813. Prerequisites: ELSE 6813 and permission from advisor.

ELSE 6833 Practicum for Gifted, Talented, Creative Learning experiences are provided which incorporate skills in classroom organization, management, planning, and teaching in a field setting for gifted, talented, creative Prerequisites: ELSE 5703 and ELSE 5713 and permission of professor

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Bulletin Change Transmittal Form

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Bulletin Change
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College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
Joan Henley, Department of Educational Leadership, Curriculum and Special Education, E. Smith Center, Room 443, jhenley@astate.edu 870-972-2640

2. Proposed Change
Bulletin Changes/Errors: Correcting mistakes in bulletin related to program.

3. Effective Date
Fall 2010

4. Justification
Mistakes need to be amended in the bulletin to reflect correct information , For example, the term “handicapped children” had to be eliminated from course description and replace with “children with disabilities” in order to meet the spirit and mandate of Special Area Program (SPA) of Council for Exceptional Children and federal law Individual with Disabilities Education Improvement Act (IDEIA, 2004).

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

**PROGRAM OF STUDY FOR THE
MASTER OF SCIENCE DEGREE WITH A
MAJOR IN SPECIAL EDUCATION — INSTRUCTIONAL
SPECIALIST GRADES P-4**

.....

COURSE REQUIREMENTS

III. Courses required of all the students majoring in Special Education - Instructional Specialist P-4:

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- ELSE 6053 Educational Procedures for Individuals with Mild Disabilities
 - ELSE 6073 Educational Procedures for Individuals with **Severe Moderate-Profound Disabilities**
 - ELSE 5083 Collaboration for Special Education Service Delivery

**PROGRAM OF STUDY FOR THE MASTER OF SCIENCE DEGREE
WITH A MAJOR IN SPECIAL EDUCATION —
INSTRUCTIONAL SPECIALIST GRADES 4-12**

.....

Core Courses Required:

....

ELSE 6053 Educational Procedures for Individuals with Mild Disabilities

ELSE 6063 Educational Procedures for Individuals with Emotional **and Behavior Disorders** ~~Disabilities~~

ELSE 6073 Educational Procedures for Individuals with ~~Severe-~~ **Moderate-Profound** Disabilities

ELSE 5083 Collaboration for Special Education Service Delivery

Course Descriptions

Special Education

ELSE 5753 Methods for Working with Young Children with Exceptionalities

A study of current theories, practices, and procedures used to develop programs for exceptional children from birth to five years of age. ~~Prerequisites: ELSE 3643 or equivalent and ELSE 5743~~

ELSE 6013 Contemporary Issues in Special Education A study of current trends, research, publications, and programming

.....

ELSE 6063 Educational Procedures for Children with Emotional **and Behavior Disorders **Disabilities****

Theoretical orientations and specific procedures for providing services to children with emotional **and behavior disorders** ~~problems~~ ~~Prerequisites: ELSE 3643 or equivalent~~

ELSE 6073 Educational Procedures for Individuals with Moderate-Profound

Disabilities A study of the basic methods and materials to facilitate skill development for individuals who require an individualized functional independent living curriculum ~~Prerequisites: ELSE 3023 if in Instruction Specialist Grades 4-12 Program; or ELSE 6713 if in Instructional Specialist Grades P-4 Program~~

ELSE 6103 Seminar - Studies of Research in Special Education An

examination of the current issues and trends in special education as found in the professional literature as it relates to the individual student's area of interest A research project suitable for a poster session presentation is required .

Bulletin Change Transmittal Form

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

Bulletin Change

Please attach a copy of all catalogue pages requiring editorial changes.

Department Curriculum Committee Chair
Date

COPE Chair (if applicable)

Department Chair
Date

General Education Committee Chair (if applicable)

College Curriculum Committee Chair
Date

Undergraduate Curriculum Council Chair

College Dean
Date

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Andrew Sustich, Graduate School,

2. Proposed Change

Explicitly clarify that courses used to satisfy a degree at another institution are not eligible to transfer in toward satisfying an ASU degree.

3. Effective Date

August 2010

4. Justification

This proposal explicitly clarifies our long standing policy.

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Page 29 on ACADEMIC POLIES AND PROCEDURES, add text in red.

TRANSFER CREDIT

Subject to the approval of the student's adviser and the graduate dean, a student who has a "B" grade average or above in graduate work from another approved institution may be permitted to transfer a maximum of nine semester hours of credit. Only work with "B" or better grades earned at an accredited graduate school and acceptable toward a graduate degree at that institution will be considered for transfer. No correspondence courses may be transferred.

Coursework used to satisfy degree requirements at another institution may not be transferred to apply toward Arkansas State University degree requirements.

Page 33 on MASTER'S DEGREE POLICIES, add text in red.

TRANSFER CREDIT

Subject to the approval of the students' advisers and the graduate dean, master's students who have a "B" grade average or above in graduate work from another approved institution may be permitted to transfer a maximum of nine semester hours of credit. Only work with "B" or better grades earned at an accredited graduate school and acceptable toward a graduate degree at that institution will be considered for transfer.

Coursework used to satisfy degree requirements at another institution may not be transferred to apply toward Arkansas State University degree requirements.

Page 33 on GRADUATE SCHOOL SPECIALIST DEGREE POLICIES, add text in red.

TRANSFER CREDIT

Subject to the approval of the students' advisers, the Departmental Committee on Admissions, and the graduate dean, specialist students who have a "B" grade average or above in graduate work from another approved institution may be permitted to transfer a maximum of nine semester hours of credit. Requests for work to be taken at another institution for transfer must have the advanced approval of the students' advisers, committee on admissions, and the graduate dean. Only work with "B" or better grades earned at an accredited graduate school and acceptable toward a graduate degree at that institution will be considered for transfer.

Coursework used to satisfy degree requirements at another institution may not be transferred to apply toward Arkansas State University degree requirements.

Reference section from Page 25 on ADMISSION

SECOND MASTER'S DEGREE POLICY

In individual cases, when permitted by the program and upon the recommendation of the adviser, credits earned at Arkansas State University for one master's degree may, if appropriate to another degree plan, be applied toward the requirements for a second master's degree. No more than one-half of the total hours for the second degree may come from a previous degree program and credits applied under this policy must have been earned within the six year limit for completion of the second degree.

On page 29 of the current *Graduate School Bulletin* is the only reference to transfer credit:

TRANSFER CREDIT

Subject to the approval of the student's adviser and the graduate dean, a student who has a "B" grade average or above in graduate work from another approved institution may be permitted to transfer a maximum of nine semester hours of credit. Only work with "B" or better grades earned at an accredited graduate school and acceptable toward a graduate degree at that institution will be considered for transfer. No correspondence courses may be transferred.

Dr. Sustich, the Graduate Dean, has noted that historically up to nine hours taken at another university that are included in the hours toward a degree may be transferred with the authorization of the advisor and the graduate dean. However, the student would still be required to take the maximum number of hours required for achieving the ASU graduate degree; other ASU courses would be used to replace the ones that the transfer hours address.

The transfer-credit reference in the *Graduate School Bulletin* does not suggest or imply this stance. Employment of such a practice has been so without explicit authorization of the bulletin. Dr. Sustich suggests that the Graduate Council will consider if adding this practice is a policy change or a clarification of the current policy. I contend that changing the wording of the transfer policy to include such a practice goes beyond a clarification; rather such an addition legitimizes a practice that has important ramifications.

The only rationale that I personally have been given for such a practice is that it prevents double-dipping. I am not certain why in this case double-dipping is bad. Regardless, a new proposed Graduate School policy and an old policy actually promote double-dipping: the accelerated master's program and the dual master's degree option. Hence, the precedents already exist that are contrary to this practice.

To further illustrate the significance of this practice, consider the case of John Doe, who wishes to receive a Missouri license to be a high school principal. Missouri requires that he has a master's degree in Educational Leadership. He doesn't have a graduate degree but does have from the University of Missouri nine hours—Intro to Statistics, Intro to Philosophies of Education, and Curriculum Management—that he wishes to transfer to ASU's MSE in Educational Leadership, a degree with no electives. All three courses are required in this ASU, 36-hour degree. He may transfer these hours if they will not be more than six years old at time of graduation, if he made at least a grade of B on each course, and if his ASU advisor and the graduate dean approve the transfer. With this transfer John must take a total of 27 hours to receive his master's degree from ASU.

On the other hand, within the parameters of the clarification of the transfer credit that Dr. Sustich wishes to add to the current transfer credit policy, if John Doe does have a master's degree from the University of Missouri in which the same nine hours were taken, he may transfer those hours but still must take a total of 36 hours required for the ASU degree. In both scenarios, the hours will transfer; however, in the first scenario the student saves about \$2300 and at least one semester of time; in the second, the transfer hours save him no money or time. (Same courses—two very different outcomes for the student. The only variable is whether or not the hours were applied to another master's degree.)

With these scenarios in mind, consider the following questions regarding the unwritten practice that has existed at ASU:

- What greater good is served by this practice?
- Is this practice equitable?
- What are the pedagogical and curricular rationales for this practice?
- What utility is accrued by such a practice?

- What message is being sent to students through the implementation of such a practice?
- If you were a graduate student working your way through a degree program, what would be your reaction to such a practice? If you were a parent or a government official providing financial aid, what would be your reactions?
- Is this practice in keeping with the call of governmental officials in the state of Arkansas for transferability of hours within the state's programs?
- Would you feel comfortable explaining the necessity of this practice to a student, a reporter, and/or a legislator investigating this issue?

Conclusion: These are important questions suggesting to me at least that the current wording in the *Graduate School Bulletin* regarding transfer credit is sufficient and equitable and that refraining from codifying this practice appears appropriate. No action other than ceasing the application of this practice is necessary.

To those disagreeing with this stance, I suggest that adding this practice as a clarification of policy is an oversimplification. This practice is incongruent with the established written policy; a history of implementing this practice does not change this incongruence. Therefore, to pursue changing the *Graduate School Bulletin* to include the practice should be accomplished via the shared governance process to provide appropriate constituency groups opportunity to discuss and voice their opinions about codifying and thereby continuing this practice.